



**Po Leung Kuk  
Lo Kit Sing (1983) College**

---

**Annual School Plan  
2025-2026**



保良局羅傑承(一九八三)中學

龐遠淑題

PO LEUNG

(1983)



## The Kuk's Spirit

Mutual Respect  
United Effort  
Benevolence  
Charitable  
Gratefulness and Recognition

Dedication to Serving  
The Community

## Vision

Children are nurtured, Youngsters are educated  
Adults are supported to contribute  
Elderly are cared for  
The less fortunate are lightened with hope.

## Mission

To be the most prominent and committed charitable organisation.  
In the Kuk's Spirit to do good deeds with benevolence.  
Dedicated in protecting the young and the innocent,  
caring for the elderly and the underprivileged,  
aiding the poor and healing the sick,  
educating the young and nurturing their morality,  
providing recreation to the public, caring for the environment,  
passing on the cultural inheritance and  
bringing goodness to the community

## Values

Fine traditions, Accommodate the current needs  
People-oriented, Care and appreciation  
Sound governance, Pragmatism and innovative  
Integrity, Vigilance  
Optimal use of resources, Cost-effectiveness  
Professional team, Service with heart





## School Vision & Mission

- **Po** Leung Kuk aims at a quality education for all, advocates an all around education embracing the academic, moral, physical, social and aesthetic aspects, and takes pride in nurturing flourishing and faithful boys and girls for the community.
- Po Leung Kuk is a benevolent society. People in the lower levels of the social hierarchy benefit most from our services. For this reason, the educational services we provide should be non-profit making. As our school provide educational service with public funds, our policies should be able to reflect the needs of the community and the benefits and well-beings of the general public.
- “Love, Respect, Diligence and Integrity”, motto of Kuk’s affiliated schools, places great emphasis on educating the young, nurturing morality and helping to achieve “Cognitive, Aesthetic, Social, Physical and Moral development”, summarizes the educational goals of our school.
- Po Leung Kuk is an organization with no political or religious background. We believe people should be free to express their feelings and beliefs. Provided that social prosperity and stability are not threatened, all schools of thought and all kinds of religion can co-exist in our schools.





# Content

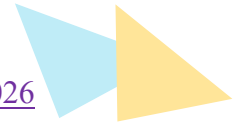
	Page
• <b>Major Concerns (in order of priority)</b>	
1. To develop students to become an effective learner	P.1-4
2. To foster students into responsible citizens with positive values and a healthy lifestyle	P.5-14
• <b>Appendix I</b>	
School-based After-school Learning and Support Programmes 2025/2026	P.15
School-based Grant – Programme Plan	
• <b>Appendix II</b>	
Learning Support Grant – Programme Plan 2025/2026	P.16-19
• <b>Appendix III</b>	
Diversity Learning Grant for Senior Secondary Students – Other Languages and Other Programmes	P.20-21
a. Plan on the Use of Diversity Learning Grant for P.E. 2025/2026	P.22-24
b. Three-year Plan – Measures to Broaden Students’ Choices of Elective Subjects and Provision of Gifted Education Programmes	
• <b>Appendix IV</b>	
Plan on the Use of Promotion of Reading Grant 2025/2026	P.25-26
• <b>Appendix V</b>	
姊妹學校交流計劃書 2025/2026	P.27-28
• <b>Appendix VI</b>	
Plan on the Use of Life-wide Learning Grant 2025/2026	P.29-31
• <b>Appendix VII</b>	
Plan on the Use of Teacher Relief Grant (TRG) 2025/2026	P.32
• <b>Appendix VIII</b>	
Plan on the Use of Funding for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students 2025/2026	P.33-34





	<b>Page</b>
• <b>Appendix IX</b> 維護國家安全及國家安全教育相關措施的工作計劃 2025/2026	P.35-44
• <b>Appendix X</b> Plan on the Use of One-off Grant on Parent Education (Secondary) 2025/2026	P.45
• <b>Appendix XI</b> Plan on the Use of One-off Grant for Promotion of Self-directed Language Learning (English Language) 2025/2026	P.46-48
• <b>Appendix XII</b> 推廣自主學習（普通話）一筆過津貼計劃書 2025/2026	P.49-50
• <b>Appendix XIII</b> 推廣中華文化體驗活動一筆過津貼計劃書 2025/2026	P.51-52
• <b>Appendix XIV</b> Plan on the Use of One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools 2025/2026	P.53-54





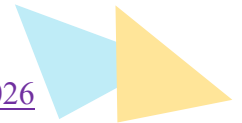
## 1. Major Concern : To develop students into effective learners

Briefly list the feedback and follow-up actions from the previous school year:

(In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)

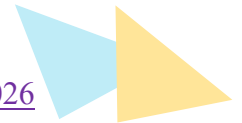
- **Students Enjoy Learning:** Some subjects reported that a noticeable shift in students' attitudes toward learning has been observed. With activities and projects that emphasize real-life relevance and hands-on participation, students now view learning as an enjoyable and rewarding experience.
- **Students Explore and Join Activities Relevant to Their Life Planning:** The career exploration workshops and collaborations with external institutions have empowered students to proactively engage in activities aligned with their life planning.
- **Students Utilize Tools and Techniques for Learning:** Adoption of learning tools has shown modest growth. More students now use pre-lesson tasks to preview topics and create knowledge maps to organize information. Some students started to use AI tools (e.g., adaptive learning apps) for personalized practice. However, tool usage remains uneven: many students rely on familiar methods (e.g., note-taking) over newer techniques, and few independently explore advanced tools without teacher prompting.
- Students have shown increased responsibility when tasks offer choice or real-world relevance. Upper secondary students, particularly S4–S6, demonstrate promising proactivity through teacher-assigned performance groups and independent study groups post-tests.





Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<ul style="list-style-type: none"> <li>To enhance students' learning interest and raise awareness of their learning needs</li> </ul>	<ul style="list-style-type: none"> <li>Design tasks that align with students' interests and provide engaging learning experiences</li> <li>Adopting life planning education to broaden students' horizon in career aspiration</li> <li>Engaging students in activities that create a shared sense of purpose</li> </ul>	<ul style="list-style-type: none"> <li>Students enjoy learning.</li> <li>Students explore and join activities relevant to their life planning.</li> <li>Students actively participate in class discussions, ask questions, and show enthusiasm for learning.</li> <li>Students reflect on their learning experiences. They are aware of their strengths, weaknesses, and areas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder Survey</li> <li>Lesson Observation</li> <li>Subject-based Survey</li> <li>Evaluation in Subject Panels' Meeting Minutes</li> <li>Evaluation in Executive Meetings</li> </ul>	<p>9/2025</p> <p>-</p> <p>7/2026</p>	<p>ACD</p> <p>CRD</p> <p>CCA</p> <p>Subject Departments</p>	<ul style="list-style-type: none"> <li>CEG</li> <li>DLG</li> <li>EOEBG</li> <li>TRG</li> <li>LWL Fund</li> </ul>

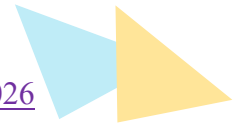




Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<ul style="list-style-type: none"> <li>To strengthen students' learning techniques for life-long learning</li> </ul>	<ul style="list-style-type: none"> <li>★Promote AI tools for learning Teach students to use AI tools to personalize their learning pathways, such as adaptive learning platforms, targeted skill-building resources, debate and analysis tools, 24/7 learning support systems, and language practice applications.</li> <li>Emphasize Metacognition: Teach students to reflect on their learning process.</li> <li>Chunking: Help students to break complex information into smaller chunks.</li> <li>Elaborative Interrogation: Remind students to ask “why” questions about the material. This encourages deeper processing and understanding</li> <li>Promote Collaboration: Encourage teamwork and peer teaching</li> <li>Critical Thinking: Develop the ability to analyze and evaluate information objectively</li> </ul>	<ul style="list-style-type: none"> <li>★Students master more concepts/skills and direct their own learning without constant help</li> <li>Students recognize their thinking patterns, strengths, and areas for improvement.</li> <li>Students make use of different tools and techniques such as pre-lesson tasks, knowledge map, Artificial Intelligence for learning.</li> <li>Students show confidence and are willing to take challenges in learning.</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder Survey</li> <li>Lesson Observation</li> <li>Subject-based Survey</li> <li>Evaluation in Subject Panels' Meeting Minutes</li> <li>Evaluation in Executive Meetings</li> </ul>	9/2025 - 7/2026	ACD CCA Subject Departments	<ul style="list-style-type: none"> <li>CEG</li> <li>DLG</li> <li>EOEBG</li> <li>TRG</li> <li>LWL Fund</li> </ul>







Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<ul style="list-style-type: none"> <li>To foster students' learning responsibility and commitment</li> </ul>	<ul style="list-style-type: none"> <li>Set Clear Learning Goals: Involve students in setting academic goals</li> <li>Group Leadership &amp; Collaboration: Assign group tasks and rotate leadership roles. This helps students learn to work collaboratively and take responsibility for their contributions</li> <li>Provide Developmentally Appropriate Choices: Allow students to make decisions related to their learning. Offer choices in assignments, projects, or topics to encourage ownership and engagement</li> </ul>	<ul style="list-style-type: none"> <li>Students set learning goals and review their performance against their goals regularly.</li> <li>Students conscientiously complete learning tasks.</li> <li>Students are proactive in learning such as forming study groups with peers.</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder Survey</li> <li>Lesson Observation</li> <li>Subject-based Survey</li> <li>Evaluation of Subject Panels' Meeting Minutes</li> <li>Evaluation of Executive Meetings</li> </ul>	9/2025 - 7/2026	ACD GCD Form Coordination Subject Departments	<ul style="list-style-type: none"> <li>CEG</li> <li>DLG</li> <li>EOEBG</li> <li>TRG</li> <li>LWL Fund</li> </ul>





## 2. Major Concern: To foster students into responsible citizens with positive values and a healthy lifestyle

### **Briefly list the feedback and follow-up actions from the previous school year:**

(In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)

### **Upon reviewing the feedback of the implementation of Major Concern 2 and the APASO survey of our students in the previous year, the following points have drawn our attention:**

- The school made notable progress in values education, with priority values effectively integrated through a whole-school approach. Recognition programs reinforced these values, and students demonstrated strong engagement and application. A high P-score of 85.7 in APASO III reflected students' strong emotional connection to national identity.
- Physical wellness initiatives, including facility upgrades and diverse activities, laid a solid foundation. However, varied participation and evaluation methods suggest a need for more consistent tracking and deeper engagement.
- Leadership and service programs offered meaningful opportunities for students to develop life skills and contribute to the community. While these initiatives showed moderate success, further emphasis on guided reflection and broader civic engagement would enhance their impact.
- To deepen impact, departments should continue embedding values into learning, expand recognition schemes, and share effective practices. Teachers are encouraged to apply the “Know, Feel, Act” framework in feedback to enhance student reflection. Strengthening student voice, participation, and feedback mechanisms will also be key moving forward.

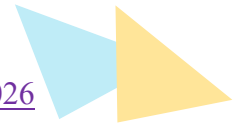
### **In response to the review, the following follow-up actions could be considered for implementation this year:**

- Students could be encouraged to use portfolios or journals to reflect on how they apply core values in both academic and everyday contexts. Periodic teacher review would support deeper reflection and personal growth.
- A wellness ambassador program could be introduced, while student-led initiatives would help foster greater engagement and ownership of health and wellness activities.
- Structured reflection, such as guided discussions and journals, could be incorporated into leadership and service programs to help students better understand their experiences and develop civic responsibility.
- Teachers could apply the “Know, Feel, Act” framework in reflective worksheets and event evaluations to help students connect learning with personal values, enhance emotional engagement, and inspire meaningful action.



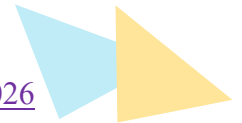
Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
1. To cultivate students' character, values and ethics in alignment with the positive values and attitudes.	1.1 Nurture students' positive values and attitudes through an inclusive and holistic approach to values education. <ul style="list-style-type: none"> <li>★ Priority values and attitudes assigned to each level:                S.1: Filial Piety, Empathy                S.2: Benevolence, Diligence                S.3: National Identity, Law-abidingness                S.4: Unity, Responsibility                S.5: Respect for Others, Integrity                S.6: Commitment, Perseverance</li> <li>★ Other values and attitudes:                   <ol style="list-style-type: none"> <li>Gratitude</li> <li>Treasure</li> <li>Curiosity</li> <li>Creativity</li> <li>Resilience</li> <li>Mindfulness</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>★ Students reflect their understanding of the concept of different priority values and attitudes with 'Know, Feel, Act' framework.</li> <li>Students agree that the positive values and attitudes infused can reinforce their positive values.</li> <li>Students can demonstrate the application of positive values and attitudes in real-life situations and decision-making processes.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation</li> <li>Student survey</li> <li>Evaluation in subject departments</li> <li>Evaluation in executive departments</li> <li>Reflections by students</li> </ul>	9/2025 to 7/2026	<ul style="list-style-type: none"> <li>Subject departments</li> <li>Executive departments</li> <li>Form teachers</li> </ul>	<ul style="list-style-type: none"> <li>CEG</li> <li>DLG</li> <li>EOEBG</li> <li>TRG</li> <li>LWL Fund</li> <li>Learning materials suggested from EDB and / or NGOs</li> </ul>





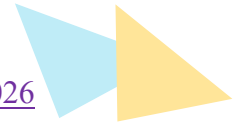
Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
1. To cultivate students' character, values and ethics in alignment with the positive values and attitudes.	1.2 Establish programmes to recognize and reward students who demonstrate exemplary character and values.  Programmes: <ul style="list-style-type: none"> <li>• Smart kids</li> <li>• School Trips</li> <li>• Service awards</li> <li>• Conduct mark award system</li> <li>• Model classes competition</li> <li>• Outstanding student award</li> <li>• Leadership training</li> <li>• Community services</li> <li>• Character education programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate self-reflection and personal growth in understanding and embodying positive values and attitudes.</li> <li>• Students exhibit positive character traits and values in their interactions with peers, teachers, and the community.</li> <li>• Students serve as role models by embodying the essential character traits and values, motivating their peers to emulate their behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' observation</li> <li>• Student survey</li> <li>• Reflections by students</li> <li>• Evaluation in Executive coordination meeting</li> <li>• Evaluation in executive meetings</li> <li>• Evaluation in form coordination meeting</li> </ul>	9/2025 to 7/2026	<ul style="list-style-type: none"> <li>• Subject departments</li> <li>• Executive departments</li> <li>• Form teachers</li> </ul>	<ul style="list-style-type: none"> <li>• CEG</li> <li>• EOEBG</li> <li>• LWLG</li> </ul>





Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
1. To cultivate students' character, values and ethics in alignment with the positive values and attitudes.	1.3 Enhance students' information literacy and their ability to identify and assess the ethical and legal use of information. <ul style="list-style-type: none"> <li>Integrate information literacy skills and ethical considerations into the regular curriculum across subjects to reinforce learning in various contexts.</li> <li>Offer school talks or workshops on digital citizenship that address ethical and legal aspects of information use.</li> <li>★ Equip students with the skills to critically engage with AI-generated information, understand how AI systems handle data, and apply ethical and legal standards when using AI tools.</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to transfer information literacy skills and ethical considerations across various subjects and contexts, showcasing a comprehensive understanding.</li> <li>Students can apply the concepts learned in the talks or workshops in real-world digital scenarios, such as citing sources correctly, avoiding plagiarism, and identifying misinformation.</li> <li>★ Students can evaluate the credibility, accuracy, and bias of AI-generated information.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation</li> <li>Students' survey</li> <li>Reflections by students</li> <li>Evaluation in subject departments</li> <li>Evaluation in related executive departments</li> </ul>	9/2025 to 7/2026	<ul style="list-style-type: none"> <li>Subject departments</li> <li>Executive departments:               <ul style="list-style-type: none"> <li>ACD</li> <li>SLE</li> <li>ICT</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>QEF</li> <li>EOEBG</li> <li>NGO</li> <li>SSW</li> </ul>





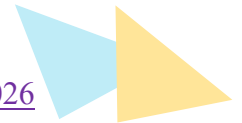
Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
2. To enhance students' physical wellness and promote a healthy lifestyle.	2.1 Establish environments that foster physical health and overall well-being. <ul style="list-style-type: none"> <li>• Renovate and modernize facilities to create spaces that support physical activity, relaxation, and well-being.</li> <li>• Implement mindfulness practices, relaxation techniques, or meditation sessions to promote mental well-being.</li> <li>• Ensure proper ventilation, lighting, and comfortable seating arrangements in classrooms and common areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are encouraged to participate in physical activities and enhance their physical wellness through the updated facilities.</li> <li>• Students show increased focus, reduced anxiety, or improved mood during and after mindfulness sessions.</li> <li>• Students demonstrate enhancements in both their concentration and overall well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' observation</li> <li>• Student survey</li> <li>• Reflections by students</li> <li>• Evaluation in form coordination meeting</li> <li>• Evaluation in executive coordination meeting</li> <li>• Evaluation in related executive and subject departments</li> </ul>	9/2025 to 7/2026	<ul style="list-style-type: none"> <li>• Subject departments</li> <li>• Executive departments:               <ul style="list-style-type: none"> <li>▪ GCD</li> <li>▪ GAD</li> <li>▪ CMNHE</li> <li>▪ Form Coordination</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• EOEBG</li> <li>• CFEG</li> </ul>





Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
2. To enhance students' physical wellness and promote a healthy lifestyle.	2.2 Provide students with opportunities to participate in regular physical activity. Physical activities: <ul style="list-style-type: none"> <li>• Sports Day</li> <li>• MVPA60</li> <li>• Swimming Gala</li> <li>• PE lessons</li> <li>• Sports teams</li> <li>• Day for you</li> <li>• Life-wide Learning Day</li> <li>• Quincy Lui Cup</li> <li>• Dance Festival</li> <li>• PLK Quality Circle: PE</li> </ul>	<ul style="list-style-type: none"> <li>• Students actively involve themselves in the physical activities offered.</li> <li>• Students' health indicators, such as BMI, cardiovascular fitness levels, strength, and flexibility are improved.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' observation</li> <li>• Students' survey</li> <li>• Evaluation in form-coordination meeting.</li> <li>• Evaluation in Executive Coordination meeting</li> <li>• Evaluation in related subject department meetings</li> </ul>	9/2025 to 7/2026	<ul style="list-style-type: none"> <li>• Executive departments:               <ul style="list-style-type: none"> <li>▪ CCA</li> <li>▪ Form Coordination</li> </ul> </li> <li>• Subject departments concerned</li> </ul>	<ul style="list-style-type: none"> <li>• EOEBG</li> <li>• CFEG</li> <li>• TRG</li> </ul>

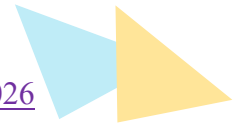




Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
2. To enhance students' physical wellness and promote a healthy lifestyle.	2.3 Encourage students to explore different ways to stay active and healthy. <ul style="list-style-type: none"> <li>• Fitness challenges and competitions</li> <li>• Various sports, activities and fitness routines</li> <li>• Field trips, nature walks or other outdoor learning experiences</li> <li>• Workshops or talks on nutrition, mental health, mindfulness, and overall well-being</li> <li>• ★ Wellness ambassador program</li> </ul>	<ul style="list-style-type: none"> <li>• Students exhibit enthusiasm for engaging in a variety of physical activities.</li> <li>• Students demonstrate improvements in their physical fitness levels.</li> <li>• Students' awareness of nutrition, mental health, mindfulness and overall well-being are increased.</li> <li>• ★ Students actively explore and engage in diverse ways to stay active and healthy through the Wellness Ambassador Program</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' observation</li> <li>• Students' survey</li> <li>• Evaluation in related executive department</li> <li>• Evaluation in related subject department</li> </ul>	9/2025 to 7/2026	<ul style="list-style-type: none"> <li>• Executive departments:               <ul style="list-style-type: none"> <li>▪ CMN</li> <li>▪ Form Coordination</li> <li>▪ Other executive departments concerned</li> </ul> </li> <li>• Subject departments concerned</li> </ul>	<ul style="list-style-type: none"> <li>• EOEBG</li> <li>• CFEG</li> <li>• TRG</li> </ul>







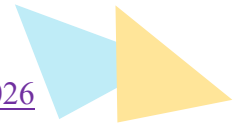
Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
3. To nurture students with a strong sense of community and social responsibility.	3.1 Encourage students to establish suitable objectives and cultivate their life planning skills.  Life planning skills: <ul style="list-style-type: none"> <li>• Goal setting with SMART criteria</li> <li>• Personal development</li> <li>• Time management</li> <li>• Career planning</li> </ul>	<ul style="list-style-type: none"> <li>• Students articulate specific and clear objectives for their personal, academic or career goals.</li> <li>• Students demonstrate an improvement in their time management skills.</li> <li>• Students are able to set specific career goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' observation</li> <li>• Students' survey</li> <li>• Evaluation in subject departments</li> <li>• Evaluation in related executive department meetings</li> <li>• Evaluation in form coordination meetings</li> </ul>	9/2025 to 7/2026	<ul style="list-style-type: none"> <li>• Subject departments</li> <li>• Executive departments:               <ul style="list-style-type: none"> <li>▪ CMN</li> <li>▪ Form Coordination</li> <li>▪ CRD</li> <li>▪ GCD</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• EOEBG</li> <li>• TRG</li> <li>• CLPG</li> </ul>





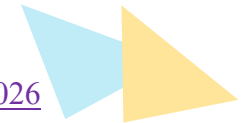
Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
3. To nurture students with a strong sense of community and social responsibility.	3.2 Provide students with a range of leadership opportunities across different school organizations and activities.  Implementations: <ul style="list-style-type: none"> <li>• Student leadership positions in the school</li> <li>• Leadership training</li> <li>• Recognition for student leaders</li> <li>• Leadership and service programs</li> <li>• ★ Reflective journal</li> </ul>	<ul style="list-style-type: none"> <li>• Students show their interest and involvement in leadership roles.</li> <li>• Students exhibit their leadership skills in their respective roles.</li> <li>• Students demonstrate their efforts and achievements, motivating them to actively participate in school activities and leadership roles.</li> <li>• ★ Students agree that leadership and service experiences empower them to grow personally, understand their impact on others, and develop a stronger sense of civic responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' feedback</li> <li>• Students' survey</li> <li>• Reflection from students</li> <li>• Evaluation in related organizations and executive departments</li> </ul>	9/2025 to 7/2026	<ul style="list-style-type: none"> <li>• Executive departments:               <ul style="list-style-type: none"> <li>▪ DID</li> <li>▪ CCA</li> <li>▪ GCD</li> <li>▪ ICT</li> <li>▪ RCD</li> </ul> </li> <li>• Student Union</li> <li>• Library Team</li> <li>• Boy scouts</li> <li>• Girl Guides</li> </ul>	<ul style="list-style-type: none"> <li>• EOEBG</li> <li>• LWL Fund</li> </ul>





Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
3. To nurture students with a strong sense of community and social responsibility.	3.3 Engage students in community service and projects that promote social responsibility.  Ways to promote social responsibility: <ul style="list-style-type: none"> <li>• Service-learning</li> <li>• Civic education</li> <li>• Awareness of social issues</li> <li>• Awareness in safeguarding national security</li> </ul>	<ul style="list-style-type: none"> <li>• Students can comprehend social concerns and foster a dedication to active citizenship.</li> <li>• Students reflect on the impact of their social service on themselves and the community.</li> <li>• Students showcase their readiness to safeguard national security</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' observation</li> <li>• Students' survey</li> <li>• Evaluation in form coordination meetings</li> <li>• Evaluation in subject departments</li> <li>• Evaluation in executive departments</li> </ul>	9/2025 to 7/2026	<ul style="list-style-type: none"> <li>• Subject departments</li> <li>• Executive departments</li> </ul>	<ul style="list-style-type: none"> <li>• CEG</li> <li>• TRG</li> <li>• EOEBG</li> </ul>





## Appendix I

### School-based After-school Learning and Support Programmes 2025/2026 s.y. School-based Grant - Programme Plan

A. The estimated number of students<sup>1</sup> (count by heads) benefitted under this Programme is 200.

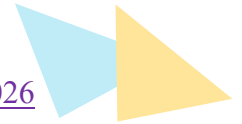
B. Activities planned to be subsidized by SBG for eligible students' participation.

*Name / Type of activity <sup>2</sup>	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date	Estimated person-times <sup>3</sup> of eligible students of different categories			Estimated expenditure (\$)	Name of institute / service provider (if applicable)
					A	B	C		
<i>Visit, art/cultural activities, sports, learning skills training: Extended courses and activities of various subjects</i>	To broaden students' learning experiences outside classroom and raise their understanding of the community.	Students' interest and knowledge of specific subject has been increased	Students' survey and teachers' feedback in meetings.  Daily observation of their performance in classroom	September 2025- August 2026	10	100	30	\$44,160.00	
<i>Adventure activities, leadership training, musical instruments courses, arts courses, dance courses: Students to participate at their own accord to develop their personal development and skill training course.</i>	To nurture students' skills in goal setting, self-directed learning and self-reflection.	Students' self-management skills and self-esteem has been established and developed.	Students' survey and teachers' feedback in meetings.  Daily observation of their performance in classroom	September 2025 August 2026	15	115	33	\$66,240.00	
<b>Total no. of activities: <u>2</u></b>				<b>Sub-total</b>	<b>25</b>	<b>215</b>	<b>63</b>		
				<b>Total</b>	<b>303</b>				

Note:

- Students who are considered financially needy under the school-based criteria can be included in the discretionary quota which is capped at 25% of the total number of students in receipt of CSSA and full grant under SFAS.
- Types of activities include tutorial service, learning skills training, language training, visits/outdoor activities, art and cultural activities, sports activities, self-confidence development, volunteer service, adventure activities, leadership training and social/communication skills training.
- The person-times of eligible students refer to the sum of eligible students participating in each activity, i.e. a student participating in more than one activity can be counted more than once.





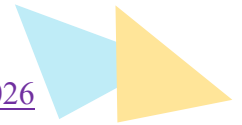
## Appendix II

### **Learning Support Grant – Programme Plan 2025/2026**

#### Information on SEN Activities to be Subsidized by the Grant

Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation	Period / Date activity to be held	Estimated No. of participants	Estimated expenditure (\$)	Name of partner / service provider (if applicable)
Employment of Assistant Teacher	To cater for learning diversity of students with SEN and provide clerical support.	Students with SEN find that the assistant teacher can enhance their learning effectiveness.	Performance appraisal	1/9/2025-31/8/2026	100	\$230,000.00	N.A.
Employment of Student Counsellor	To support SEN admin work and student service.	Students with SEN find that the student counsellor can cater for their needs.	Performance appraisal	1/9/2025-31/8/2026	100	\$280,000.00	N.A.
Speech Therapy Service	To enhance the speaking skills of students with SEN.	Students with SEN improve their speaking skills.	Observation / Participant questionnaires / Student reports	1/9/2025-31/8/2026	15	\$45,000.00	Susanna Shong Speech Therapy Centre Limited





Counselling Psychologist Service	To provide individual counselling and equip students with SEN some coping skills.	Students with SEN feel more at ease.	Observation / Participant questionnaires	1/9/2025-31/8/2026	20	\$50,000.00	Shue Yan University
Occupational Therapy Service	To enhance the life skills and self-management skills of students with SEN.	Students with SEN improve their self-management.	Observation / Participant questionnaires / Student reports	1/9/2025-31/8/2026	10	\$35,000.00	TBC
School-based Academic Support Programme	To enhance the academic performance of students with SEN.	Students with SEN improve their working efficiency in doing homework or revision.	Observation / Participant questionnaires	1/9/2025-31/8/2026	40	\$80,000.00	N.A.
Reading & Writing Support Courses	To enhance the academic performance of students with SEN.	Students with SEN improve their language skills.	Observation / Participant questionnaires / Student reports	1/9/2025-31/8/2026	30	\$90,000.00	TBC
AIM Project (Part 2)	To enhance the generic skills of students with SEN.	Students with SEN improve their social skills.	Observation / Participant questionnaires/ Student reports	1/9/2025-31/8/2026	10	\$10,000.00	Hong Kong Young Women's Christian Association





Jockey Club Keen and Active Kids Project	To enhance the executive functioning skills of students with SEN.	Students with SEN improve their executive functioning skills.	Observation / Participant questionnaires	1/9/2025-31/8/2026	6	\$10,000.00	Heep Hong Society
Kinball Team Training for Integrated Education	To enhance the generic skills of students with SEN.	Students with SEN improve their physical wellbeing, social skills and problem-solving skills.	Observation / Participant questionnaires	1/9/2025-31/8/2026	30	\$40,000.00	World Youth Sport Art Education
Therapeutic Programmes for students for SEN (e.g. Art Therapy, Music Therapy)	To provide professional training for students with SEN that could improve their social, emotional and mental health.	Students with SEN feel more relaxed.	Observation / Participant questionnaires / Student reports	1/9/2025-31/8/2026	20	\$60,000.00	TBC
Training Programmes for Students with SEN	To enhance the generic skills of students with SEN.	Students with SEN improve their social skills.	Observation / Participant questionnaires	1/9/2025-31/8/2026	100	\$45,000.00	TBC
Positive Education Programme	To enhance the wellbeing of students with SEN.	The wellbeing of students with SEN is improved.	Observation / Participant questionnaires	1/9/2025-31/8/2026	30	\$80,000.00	TBC





Activities of Integration Education (e.g. lunchtime programs, voluntary services)	To enhance the generic skills of students with SEN.	Students with SEN actively participate and enjoy the activity.	Observation / Participant questionnaires	1/9/2025-31/8/2026	80	\$80,000.00	N.A.
Training Programmes for Parents & Teachers	To enhance parents and teachers' understanding of students with SEN.	Participants' caring skills for students with SEN are enhanced.	Observation / Participant questionnaires	1/9/2025-31/8/2026	100	\$10,000.00	N.A.

Balance brought forward from 2024/2025: HK\$113,463.04

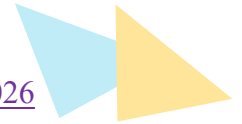
Total estimated grant to be received from EDB for 2025/26: HK\$1,036,496.00

Total amount for the proposed activities: HK\$1,145,000.00

Estimated Surplus: HK\$4,959.04





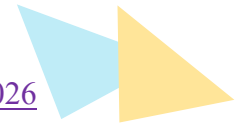


## Appendix IIIa

### Plan on Use of Diversity Learning Grant on P.E. (2025-2026)

Task Area	Major Area(s) of Concern	Strategies/ Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
1- To facilitate the implementation of NSS PE	NSS PE <ul style="list-style-type: none"> <li>To relieve PE teachers' workload so that teachers can concentrate on developing better teaching</li> <li>To provide SBA support for PE teachers</li> </ul> Other Subjects <ul style="list-style-type: none"> <li>To allow teachers to have more learning opportunities to attend seminars</li> </ul>	<ul style="list-style-type: none"> <li>Employing a Subject Assistant to provide support to the PE Department</li> </ul>	<ul style="list-style-type: none"> <li>Handle Physical Education administrative work and relieve PE teachers' workload.</li> <li>Assisting PE Teachers' to prepare teaching and learning materials.</li> <li>Assisting PE Teachers on regular practical training.</li> <li>Substitute lessons if needed, so that teachers can have more time to attend seminars, and to enhance their professional development</li> </ul>	12 months (1/9/25 – 31/8/26)	\$6,550.00 (approx.) x 12 months (+MPF) = \$78,600.00 (approx)  <b>Total: \$78,600.00 (approx.)</b>	<ul style="list-style-type: none"> <li>At least 5 sets of PN teaching-related materials would be produced.</li> <li>The staff will provide at least 1 session of practical training to students per week.</li> <li>The staff will support the training and competitions of the Volleyball Team</li> <li>The staff will substitute lessons if teachers need to attend seminars.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation by teachers</li> </ul>	PE Teacher Mr Yu C.W. Mr. Chan K.H.
2-To procure PE valuable learning experiences for students	<ul style="list-style-type: none"> <li>To enhance the quality of Learning and Teaching in both our school and Joint school Program</li> </ul>	<ul style="list-style-type: none"> <li>Employing tutors or coaches to provide professional trainings to PE electives students</li> <li>Students take athletic courses.</li> </ul>	<ul style="list-style-type: none"> <li>Motivation of students in active learning.</li> <li>Improvement on practical skills.</li> </ul>	1/9/25– 31/8/26	<b>Total: \$15,000.00 (approx.)</b>	<ul style="list-style-type: none"> <li>PE elective students engage in at least ten fitness lessons and one athletic course.</li> <li>The performance of the Fitness Assessment improved.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation by teachers</li> <li>Questionnaire by Students.</li> </ul>	PE Dept. Head Mr Yu C.W.



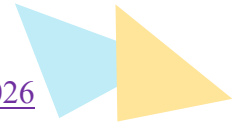


Balance B/F 2024/25: \$0  
Total estimated grant to be received from EDB for 2025/2026: \$93,600.00  
Total estimated expenditure 2025/26: \$93,600.00  
Balance C/F 2025/26: \$0

Total amount for this proposal: \$93,600.00

	Item 1	Item 2	Total
Amount	\$78,600.00	\$15,000.00	\$93,600.00





## Appendix III-b

### **Three-year Plan – Measures to Broaden Students’ Choices of Elective Subjects and Provision of Gifted Education Programmes** **for the 15<sup>th</sup> Cohort (2023/24 to 2025/26) of Senior Secondary Students**

The following program is adopted with the support of EDB’s Diversity Learning Grant (DLG):

DLG funded program	Strategies & benefits anticipated	Name of the course	Duration of the course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning	Teacher in charge
					23/24	24/25	25/26		
Applied Learning (ApL)	<ul style="list-style-type: none"> <li>- To offer a range of ApL courses for students with different learning needs and interests</li> <li>- To broaden students’ diversified learning experiences and develop their career aspirations</li> </ul>	ApL courses in the following areas of studies: <ul style="list-style-type: none"> <li>- Korean Language and Culture</li> <li>- Law Enforcement in Hong Kong</li> </ul>	180 hours in 2 years for each course	S5 & S6 students of this cohort of students	0 (Updated)	3 (Updated)	3 (Updated)	<ul style="list-style-type: none"> <li>- Students meet the 80% minimum attendance rate</li> <li>- Students submit course assignments on time</li> <li>- Successful completion of the ApL courses by students as shown in their learning records</li> <li>- Survey / evaluation report on students’ feedback</li> <li>- Level of achievement attained in HKDSE</li> </ul>	LTF (ACD)





## **Three-year Plan – Measures to Broaden Students’ Choices of Elective Subjects and Provision of Gifted Education Programmes** **for the 16<sup>th</sup> Cohort (2024/25 to 2026/27) of Senior Secondary Students**

The following program is adopted with the support of EDB’s Diversity Learning Grant (DLG):

DLG funded program	Strategies & benefits anticipated	Name of the course	Duration of the course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning	Teacher in charge
					24/25	25/26	26/27		
Applied Learning (ApL)	<ul style="list-style-type: none"> <li>- To offer a range of ApL courses for students with different learning needs and interests</li> <li>- To broaden students’ diversified learning experiences and develop their career aspirations</li> </ul>	ApL courses in the following areas of studies: <ul style="list-style-type: none"> <li>▪ Applied Psychology</li> <li>▪ Everyday Japanese and Japanese Culture</li> <li>▪ Patisserie and Cafe Operations</li> <li>▪ English for Service Professionals</li> </ul>	180 hours in 2 years for each course	S5 & S6 students of this cohort of students	0 (Updated)	5 (Updated)	5 (Estimated)	<ul style="list-style-type: none"> <li>- Students meet the 80% minimum attendance rate</li> <li>- Students submit course assignments on time</li> <li>- Successful completion of the ApL courses by students as shown in their learning records</li> <li>- Survey / evaluation report on students’ feedback</li> <li>- Level of achievement attained in HKDSE</li> </ul>	LTF (ACD)



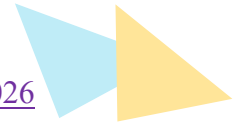


## **Three-year Plan – Measures to Broaden Students’ Choices of Elective Subjects and Provision of Gifted Education Programmes** **for the 17<sup>th</sup> Cohort (2025/26 to 2027/28) of Senior Secondary Students**

The following program is adopted with the support of EDB’s Diversity Learning Grant (DLG):

DLG funded program	Strategies & benefits anticipated	Name of the course	Duration of the course	Target students	Estimated no. of students involved in each school year			Evaluation of student learning	Teacher in charge
					25/26	26/27	27/28		
Applied Learning (ApL)	<ul style="list-style-type: none"> <li>- To offer a range of ApL courses for students with different learning needs and interests</li> <li>- To broaden students’ diversified learning experiences and develop their career aspirations</li> </ul>	ApL courses in the following areas of studies: <ul style="list-style-type: none"> <li>- Computer Game and Animation Design</li> <li>- Applied Psychology</li> <li>- Aviation Studies</li> <li>- Child Care and Education</li> <li>- The Essentials of Theatre Arts</li> <li>- Accounting for e-Business</li> <li>- Western Cuisine</li> </ul>	180 hours in 2 years for each course	S5 & S6 students of this cohort of students	0 (Updated)	10 (Estimated)	10 (Estimated)	<ul style="list-style-type: none"> <li>- Students meet the 80% minimum attendance rate</li> <li>- Students submit course assignments on time</li> <li>- Successful completion of the ApL courses by students as shown in their learning records</li> <li>- Survey / evaluation report on students’ feedback</li> <li>- Level of achievement attained in HKDSE</li> </ul>	LTF (ACD)





## Appendix IV

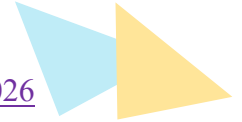
### Plan on the Use of the Promotion of Reading Grant 2025/2026 School Year

The major objectives of promoting reading:

- (1) To support subjects and departments in strengthening the promotion of reading
- (2) To encourage students to develop a good reading habit from a young age.

	Strategies & Task	Benefits Anticipated	Estimated Expenses	Success Criteria	Methods of Evaluation
1	Purchase of Books · Acquisition of appropriate and adequate numbers of library books on different reading themes: Chinese Language, English Language, Science, Technology Education, Personal, Social and Humanities Education, Arts Education and Physical Education to facilitate the implementation of extensive reading scheme. ✓ Printed books Enrichment of library stock. ✓ e-Books & Magazines Enrichment of ebook stock.	All subject & department and all school library readers.	\$39,676.00	Enrichment on library stock and whole school participation in reading scheme.	Stock record, meeting and reports from teachers.
2	Promotion of online learning platform · To enrich the school learning environment to promote good learning attitudes and habits. ✓ Online Question Bank	All F4 to F6 students.	\$16,500.00	Number of self-initiative exercise conducted.	Questionnaire & usage of record.
3	Reading Activities · Conduction of reading talk in the Reading Celebration Day at the end term. ✓ Hiring writers, professional storytellers, etc. ✓ Hire of service from external service providers to organise learning activities related to the promotion of reading ✓ Hiring of transportation service for public library visit.	All F1 to F6 students.	\$10,000.00	Talk, courses and library visit organized.	Participation of student. Student course work. Questionnaire.





**People Responsible :**

Teacher-librarian : LTF

The Reading Promotion Committee : YMH, CTU, PWH, LCO, CTO

The subject and executive departments concerned

**Budget**

Total estimated grant to be received from EDB for 2025/26 : HK\$66,176.00

Total estimated grant to be expensed in 2025/26 : HK\$66,176.00





## Appendix V

## 姊妹學校交流計劃

2025/2026

內地姊妹學校名稱 (1):	上海市徐匯中學
(2):	上海市第四中學
(3):	杭州市第十四中學
(4):	寧波市鎮海區中興中學
(5):	惠州市博羅縣東江博雅學校
(6):	廣西柳州高中學
(7):	南寧市第十四中學
(8):	昆明市官渡區第二中學

項目編號	交流項目名稱及內容	預期目標	監察／評估	預算開支	
1	本校校長及教職員代表到訪昆明，與兩所昆明學校簽訂締結合約。	本校校長及教職員代表前往昆明，拜訪早前已聯繫上的兩所學校，進行締結簽約儀式，加強兩校之間的互動與交流。	校長及教職員代表能順利完成探訪，並成功與兩所姊妹學校簽訂締結合約，則表示活動能達到預期目標。	校長及教職員代表到訪兩所昆明姊妹學校交流開支。	\$ 25,000.00







2	本校策劃及舉辦到上海/杭州/寧波/惠州/廣西/新簽訂姊妹學校交流團。	讓本校師生對內地姊妹學校加深了解，增進學生對內地文化、教育和經濟發展等方面的認識和了解，擴闊學生的視野。	<ul style="list-style-type: none"> <li>若有七成的學生表示此次活動使他們對內地學校及學生有進一步的認識，則可視為活動取得預期成效。</li> </ul>	老師及學生到訪內地姊妹學校交流開支。	\$ 130,000.00
<p>(2024/25 年度餘額: \$ 165,422.40)  (2025/26 年度收入: \$ 165,000.00)  2025/26 年度總支出</p>					\$ 155,000.00



## Plan on the Use of the Life-wide Learning Grant 2025 - 2026 School Year

Schools are required to upload this Plan on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs / IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices.

Our school will use this Grant in compliance with relevant requirements as stipulated in circulars, guidelines and other documents issued by the EDB. Our school understands that in case of inappropriate use of the Grant, our school should make good relevant expenses by deploying other suitable resources.

^ List of Category of the Activity and Evaluation Method for reference (Schools can select one or more suitable option(s) from the pull-down list): **【School may click on the "—" on the left to hide this part】**

[Please click "Enable Content" / "啟用內容" above before completing the template.]

<b>Category of the Activity:</b>	<b>A1</b> Values Education	<b>A2</b> Intellectual Development	<b>A3</b> Community Service	<b>A4</b> Physical and Aesthetic Development			
	<b>A7</b> Digital Education, Artificial Intelligence and STEAM Education		<b>A8</b> Student Mental Health	<b>A9</b> Others (Please specify in column L)			
<b>Evaluation Method:</b>	<b>B1</b> Questionnaire	<b>B2</b> School Meeting and Discussion	<b>B3</b> Professional Sharing in School	<b>B4</b> Interview	<b>B5</b> Observation	<b>B6</b> Written report and record	<b>B7</b> Others (Please specify in column N)

### Category 1: Details of Activities

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^	Evaluation Method^
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(Select one or more suitable option(s) from the pull-down list)
1.1	Local Activities (including online exchanges)										
1	Experiential Learning Activities (Visit, field trip and workshops for each form / class with thematic learning)	Sept 2025 to Aug 2026	To provide students with hands-on experiences through visits, field trips, and workshops tailored to each form or class, enhancing thematic learning, promoting critical thinking, and encouraging real-world application of knowledge.	F1 to F6 (740)	56	20		\$186,000.00		A1 Values Education A2 Intellectual Development A3 Community Service A4 Physical and Aesthetic Development A5 Career-related Experiences A6 Patriotic Education A7 Digital Education, Artificial Intelligence and STEAM Education A8 Student Mental Health	B1 Questionnaire B2 School Meeting and Discussion B3 Professional Sharing in School B5 Observation
2	Day for you (Team spirit building activities being held outside school)	18-9-25	To enhance team spirit by providing a dedicated day for outdoor activities, fostering collaboration, building trust, and encouraging interpersonal connections among participants in a relaxed and enjoyable environment.	F1 to F6 (740)	56	20		\$27,000.00		A1 Values Education A3 Community Service A4 Physical and Aesthetic Development A5 Career-related Experiences A8 Student Mental Health	B1 Questionnaire B2 School Meeting and Discussion B5 Observation B6 Written report and record





No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^	Evaluation Method^
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(Select one or more suitable option(s) from the pull-down list)
1.1	Local Activities (including online exchanges)										
3	Picnic (Team spirit building activities being held outside school)	7-11-25	To promote team spirit through outdoor activities, encouraging collaboration, strengthening relationships, and enhancing communication among participants while fostering a sense of community and enjoyment.	F1 to F6 (740 students)	56	20		\$93,000.00		A1 Values Education A4 Physical and Aesthetic Development A8 Student Mental Health	B1 Questionnaire B2 School Meeting and Discussion B5 Observation
4	Stage Cultural Day (Art appreciation activity being held outside school)	4-3-26	To enhance art appreciation by engaging students in cultural activities outside the school, fostering creativity, broadening perspectives, and encouraging a deeper connection with diverse artistic expressions.	F1 to F5 (627 students)	35	5		\$68,000.00		A1 Values Education A4 Physical and Aesthetic Development A8 Student Mental Health	B1 Questionnaire B5 Observation
5	Life wide learning day (Visit and field trip with thematic learning)	09-Apr-26 10-Apr-26	To engage students in thematic learning through visits and field trips, promoting hands-on experiences, enhancing critical thinking, and fostering a deeper understanding of subjects in real-world contexts.	F1 to F5 (627 students)	56	20		\$70,000.00		A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development A5 Career-related Experiences A6 Patriotic Education A8 Student Mental Health	B1 Questionnaire B2 School Meeting and Discussion B5 Observation B6 Written report and record
6	Visit, field trips, workshops and competition (Extended courses and competitions in choral speaking, VA, Music, Dance, Sports and other subjects.)	Sept 2025 to Aug 2026	To enhance learning through practical experiences, foster creativity, promote teamwork, and develop skills in various subjects like arts, music, and sports.	F1 to F6 (740 students)	56	20		\$251,000.00		A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development A5 Career-related Experiences A6 Patriotic Education A7 Digital Education, Artificial Intelligence and STEAM Education A8 Student Mental Health	B1 Questionnaire B5 Observation
7	Music for all scheme (A regular music course throughout the year for all F.1 students and students with interests.)	Sept 2025 to Aug 2026	To promote inclusive music education, enhance skills, foster community engagement, encourage lifelong learning, and enrich cultural appreciation.	F1 and students with interest (230 students)	2	2		\$100,000.00		A1 Values Education A2 Intellectual Development A4 Physical and Aesthetic Development A5 Career-related Experiences A8 Student Mental Health	B1 Questionnaire B2 School Meeting and Discussion B5 Observation B6 Written report and record





No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity <sup>A</sup>  (Select one or more suitable option(s) from the pull-down list)	Evaluation Method <sup>A</sup>  (Select one or more suitable option(s) from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)				
8	STEMA learning	Sept 2025 to Aug 2026	To enhance educational experiences by providing hands-on, interactive tools that foster critical thinking, creativity, and problem-solving skills among students.	F1 to F6 (740 students)	56	20		\$90,000.00		A2 Intellectual Development A4 Physical and Aesthetic Development A5 Career-related Experiences A7 Digital Education, Artificial Intelligence and STEAM Education	B2 School Meeting and Discussion
(Please insert rows above if the space provided is insufficient.)											
Total estimated expenses of item 1.1								\$885,000.00			
1.2	Non-local Activities										
1	Study tour to China	Sept 2025 to Aug 2026	To foster cultural exchange, enhance language skills, gain educational insights, develop global awareness, and encourage personal growth through immersive experiences.	students with interest (200 students)	10	2		\$100,000.00	上海市第四中學 上海市徐匯中學 杭州第十四中學 中國寧波市鎮海區中興中學 博羅縣東江博雅學校 廣西柳州高級中學 南寧市第十四中學 昆明市官渡區第二中學 深圳市福田區益田中學 中國人民大學附屬中學朝陽學校	A1 Values Education A2 Intellectual Development A5 Career-related Experiences A6 Patriotic Education A8 Student Mental Health	B1 Questionnaire B3 Professional Sharing in School B5 Observation B6 Written report and record
2	Non local study tour	Sept 2025 to Aug 2026	To broaden students' horizons by exposing them to diverse cultures, educational systems, and real-world practices, fostering personal growth and global awareness.	students with interest (100 students)	15	4		\$400,000.00		A1 Values Education A2 Intellectual Development A5 Career-related Experiences A8 Student Mental Health	B1 Questionnaire B3 Professional Sharing in School B5 Observation B6 Written report and record
(Please insert rows above if the space provided is insufficient.)											
Total estimated expenses of item 1.2								\$500,000.00			
Total estimated expenses (sum of items 1.1 and 1.2)								\$1,385,000.00	The unspent balance of the Life-wide Learning Grant and the Grant for the Sister School Scheme in the 2024/25 school year will be used in the 2025/26 school year.		

Name of Teacher Responsible for Life-wide Learning:	Ho Miu Chi	Position:	OLE Coordinator
Name of Teacher Responsible for the Sister School Scheme:	Cheung Shuk Yee	Position:	Vice Principal





## Appendix VII

### Po Leung Kuk Lo Kit Sing (1983) College Plan on the Use of Teacher Relief Grant (TRG) for the School Year 2025/2026

Task Area	Major Areas of Concern	Strategies / Tasks	Time Scale	Expected Amount
Curriculum Development	1. To facilitate curriculum development and enhance the efficient use of manpower resources	<ul style="list-style-type: none"> <li>To employ contract teachers (EN, ICT, PHY) to enhance learning and teaching</li> </ul>	Sep 2025 – Aug 2026	Salary including MPF: \$ 1,400,000.00
	2. To enhance learning and teaching effectiveness and to relieve teachers' administrative duties	<ul style="list-style-type: none"> <li>To employ temporary supplementary teachers, supporting staff (Project Organiser, Activity Organiser, Teacher Assistant and Assistant Teachers, Information Technology Assistants, etc.) to enhance learning and teaching</li> </ul>	Sep 2025 – Aug 2026	Salary including MPF: \$ 1,400,000.00
	3. To enhance students' learning outcomes	<ul style="list-style-type: none"> <li>To employ tutors and coaches to conduct enrichment lessons for students to cater for learning diversity and enhance learning effectiveness</li> <li>To buy services including courses as well as educational and cultural tours to broaden students' horizons and enrich their life-wide learning experiences</li> <li>To subsidize students to sit mock examinations to enhance their learning outcomes</li> </ul>	Sep 2025 – Aug 2026	Salary including MPF & Service Charge: \$ 3,900,000.00
	4. To take better care of students' mental health	<ul style="list-style-type: none"> <li>To employ one more social worker to provide students counselling service and mental support</li> </ul>	Sep 2025 – Aug 2026	Salary including MPF: \$ 640,000.00
			<b>Total:</b>	<b>\$ 7,340,000.00</b>

Balance brought forward from 2024/25: \$5,721,085.79

Total estimated grant to be received in 2025/26: \$ 2,219,391.60

Total estimated grant to be expensed in 2025/26: \$ 7,340,000.00

Estimated surplus in 2025/26: \$ 600,477.39





## Appendix VIII

### Po Leung Kuk Lo Kit Sing (1983) College

#### Plan on the Use of Funding for Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students 2025/2026

(1)

Task Area	Major Area(s) of Concern	Strategies/Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
- To appoint an additional Teacher for the support of learning and teaching of NCS students.	-To enhance the support for NCS students learning of Chinese  - To provide NCS students with additional after school Chinese learning support  -To create an inclusive learning environment in school  -To equip NCS students and teachers with updated and related teaching and support so that they can have adequate knowledge and skills to learn Chinese Language  -To encourage local students to get along with NCS students	- After school learning support will be arranged for NCS students:  *Chinese learning and enhancing class  *Chinese lesson support  *reading program  *peer learning from local students  *essay writing  * Chinese Culture appreciation activities	-NCS students will have more support to learn Chinese by the support of the Teacher  -Enhance the learning of NCS students by the peer cooperation and support  -Creating a good and harmonious environment to both NCS and local students	1/9/2025-31/8/2026	Total: \$331,453.00	-The NCS students will be more effective in learning Chinese  - The NCS students will have more interest and confidence in learning Chinese  - The NCS students are encouraged to integrate into the school	- Evaluation by teachers  - Peer lesson observation among teachers teaching Chinese Language  - Feedback from NCS students	-Chinese Language Panel Head – Ms Chan Nga Fun and Chinese Language Deputy Panel Head- Mr Fan Tat Yuen





Total amount for this proposal: \$331,453.00

	Item1	Total
Amount:	\$331,453.00	\$331,453.00

Total estimated grant to be received from EDB for 2025/2026: \$331,453.00

Total estimated expenditure 2025/2026: \$331,453.00

Estimated surplus: \$0





## Appendix IX

### 保良局羅傑承(一九八三)中學 維護國家安全及國家安全教育相關措施的工作計劃 2025/26 學年

範疇	措施	評估方法	推行時間	負責人	所需資源
學校行政	透過「維護國家安全及國家安全教育」工作小組： <ul style="list-style-type: none"> <li>- 持續協調及監察各科組執行有關措施的落實情況和成效。</li> <li>- 小組於每學期檢視各科組的學與教資源教材及設備的報告</li> <li>- 促進不同持份者的溝通和協作，加強學生品德培養和相關的訓育輔導工作。</li> </ul>	<ul style="list-style-type: none"> <li>- 教師問卷／觀察</li> <li>- 每學期檢視各科就「維護國家安全及國家安全教育」的進度報告</li> </ul>	2025/26 全學年	<ul style="list-style-type: none"> <li>- 副校長 3</li> <li>- 小組成員</li> <li>- 學生成長支援組：               <ul style="list-style-type: none"> <li>· GCD</li> <li>· DID</li> <li>· CRD</li> <li>· CMN</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- 教育局發出的通告</li> <li>- 教育局課程文件</li> </ul>
	<ul style="list-style-type: none"> <li>- 加強防範和制止在學校裏進行任何違反《基本法》、《香港國安法》和所有適用於香港的法律的教學和活動，預防並處理政治或其他違法活動入侵校園，以免干擾學校的正常運作，影響學生學習。</li> <li>- 根據由保良局制備及經法團校董會通過的「教職員行為守則」，並參考教育局不時發出／更新的指引，因應校本情況，完善具體策略和應變措施，包括如何處理學生違規及教師專業操守事宜，締造平和有序的校園環境和氣氛，協助學生建立正面的價值觀，並防止政治活動入侵校園。</li> </ul>	<ul style="list-style-type: none"> <li>- 教職員通告</li> <li>- 會議記錄文件</li> <li>- 定期檢討有關策略及應變措施</li> </ul>	2025/26 全學年	<ul style="list-style-type: none"> <li>- 校長</li> <li>- 副校長 3</li> <li>- DID</li> <li>- ACD</li> <li>- 助理行政主任</li> <li>- 各部門主管</li> </ul>	<ul style="list-style-type: none"> <li>- 教育局發出的通告</li> <li>- 教育局課程文件</li> <li>- 保良局指引</li> </ul>





範疇	措施	評估方法	推行時間	負責人	所需資源
學校行政 (續)	<ul style="list-style-type: none"> <li>- 持續優化校本應變措施，當校園出現涉及危害國家安全的行為和活動時，啟動既有的危機處理機制，適時處理突發情況，適時尋求警方協助及向教育局報告。</li> <li>- 學校進行採購時，須在報價／招標文件中，跟據已更新的「資助學校採購程序指引」加入具體條款，列明基於國家安全而容許學校取消供應商的資格和終止相關合約。</li> </ul>				
	<p>強化校舍管理機制及程序</p> <ul style="list-style-type: none"> <li>- 於教師手冊中加入當值老師須就維護國家安全巡查校園的工作須知。</li> <li>- 包括租借校園設施、巡查校園範圍，確保校園活動及展示的字句或物件不會涉及危害國家安全。</li> <li>- 定期檢視圖書館的實體及電子藏書，參照公共圖書館對館藏的審視機制及專業判斷，經由科任老師及科組負責人檢視後，將不恰當的書籍下架。</li> <li>- 確保校園內以學校名義舉辦的活動（包括學生活動、課外活動、邀請校外嘉賓演講、校友或家長教師會為學生舉辦的活動、校外導師任教的活動等），不會涉及危害國家安全的行為和活動。</li> <li>- 校外人士到校進行/舉辦活動均須簽署「校外人士到校進行/舉辦活動維護國家安全承諾書」。</li> </ul>	<ul style="list-style-type: none"> <li>- 觀察／活動檢討</li> <li>- 定期檢視圖書館館藏</li> </ul>	2025/26 全學年	<ul style="list-style-type: none"> <li>- 副校長 3</li> <li>- 助理行政主任</li> <li>- GAD</li> <li>- CCA</li> <li>- 當值老師</li> <li>- 圖書館主任</li> </ul>	



範疇	措施	評估方法	推行時間	負責人	所需資源
學校行政 (續)	定期升掛國旗及奏唱國歌 - 於學生返學日子，每周舉行升旗儀式及奏唱國歌。 - 加強升旗隊伍的中式步操訓練，以更符合國情的中式步操方式進行升旗儀式。 - 於重要日子、主要典禮及特別場合升掛國旗及奏唱國歌，又透過「國旗下的講話」分享國家新近發展、中華文化、中國歷史、國歌／國旗／國徽的意義等不同題目。 - 以加強學生對國情和國家安全的認識、提升國民身份認同，以及培育他們成為守法的良好公民。	- 觀察學生反應 - 活動檢討 - 學生反思	2025/26 全學年	- 副校長 3 - CMN - 國安教育組	- 升旗隊
	安排內地交流 - 鼓勵更多教師參與內地考察，親身了解內地新近發展，以第一身了解國情。 - 每年安排學生到姊妹學校交流，親身體驗不同地區的文化、習俗和生活方式，有助他們理解和尊重多元文化，增強對中華文化的認同感。 - 讓學生參與當地的學習和生活，更好地了解國家的教育體系和社會結構，增強他們對國家的歸屬感。 - 透過參觀歷史遺跡和博物館，師生可以更了解國家的歷史和發展，從而增強對國家的認同感和自豪感。	- 觀察學生反應 - 活動檢討 - 學生反思	2025/26 全學年	- 副校長 1 - OCE - 公民科	



範疇	措施	評估方法	推行時間	負責人	所需資源
學校行政 (續)	<ul style="list-style-type: none"> <li>- 強化價值觀教育的推行,把國民及公民教育從現時的 CMNSHE (公德國性健環)組分析出來,設立獨立的國民及公民教育組 (CMN),把資源更集中於推行及統籌國民教育(包括國家安全教育)的工作計劃及施行策略</li> </ul>	<ul style="list-style-type: none"> <li>- 會議記錄文件</li> <li>- 定期策略檢討</li> </ul>	2025/26 全學年	- CMN	
人事管理	<p>持續監察執行員工聘任機制和程序的落實情況和成效</p> <ul style="list-style-type: none"> <li>- 學校於招聘時,若發覺應徵者操守有問題,會透過校長向保良局及教育局呈報,供局方作出跟進行動。</li> <li>- 學校跟據《僱傭條例》、《教育條例》、《教育規例》、其他相關法例及僱傭合約,以及《資助則例》和教育局發出的相關指引,包括教育局通告第 14/2023 號《加強保障學童的措施:學校教學及非教學人員的聘任》,辦理員工聘任程序。</li> <li>- 新聘的教師(包括新入職教師及轉校教師)已在《基本法及香港國安法》測試取得及格成績。</li> <li>- 加強員工管理,要求所有教職員細閱教育局公布的《教師專業操守指引》,讓他們知道教育局、學校以及社會對教師專業及操守的要求和期望,並依據《指引》做好教書育人的工作。提醒教師《指引》第二項準則「恪守法治」:守法守規。尊重當局及學校的合法權力。讓所有教職員正確理解《憲法》、《基本法》和《香港國安法》,自覺維護國家安全、</li> </ul>	<ul style="list-style-type: none"> <li>- 觀察員工日常工作表現</li> <li>- 於招聘評核過程中,如發現應徵者在操守方面有不良紀錄或表現,將不予錄用,並會將有關資料呈報保良局及教育局,以供相關部門考慮及作出適當跟進。</li> <li>- 本校如獲悉員工涉嫌干犯嚴重罪行或有失德行為,將嚴格按照教育局通告第 14/2023 號之規定,向教育局呈報有關情況,以</li> </ul>	2025/26 全學年	<ul style="list-style-type: none"> <li>- 校長</li> <li>- 副校長 1</li> <li>- 助理行政主任</li> <li>- 各部門主管</li> </ul>	<ul style="list-style-type: none"> <li>- 教育局通告</li> <li>- 相關法例條文</li> </ul>



範疇	措施	評估方法	推行時間	負責人	所需資源
人事管理 (續)	<p>社會秩序及公眾利益，履行社會責任和公民義務，積極支持及推廣國民教育，培養學生正確的國家觀念。</p> <ul style="list-style-type: none"> <li>向新入職員工講解及派發「保良局教職員行為守則」，並連同聘書一同簽署及同意予以遵守。現職員工均在每學年初的校務會議要求簽署及予以遵守。並提醒教師應時刻秉持專業操守，以及違反專業操守的嚴重後果。教職員必須奉公守法，亦有責任合力締造平和有序的校園環境和氣氛。</li> </ul>	供局方審議及考慮採取適當之跟進行動。			
	<ul style="list-style-type: none"> <li>根據保良局與及校本的人事管理和考績機制，適時及適當地跟進教職員的工作表現及操守。嚴肅處理涉及教師專業失當的表現。對於經調查後成立的個案，學校跟參考《指引》的準則，依據《僱傭條例》、《資助則例》（資助學校適用）及與有關教師簽訂的僱傭合約的條款，採取適當的紀律行動。</li> <li>向學校所有教學和非教學人員清楚說明教職員均須秉持專業操守遵守法律及社會接受的行為準則，以符合社會對他們的道德及專業方面的期望，保障學生的福祉。</li> </ul>	<ul style="list-style-type: none"> <li>會議記錄文件</li> <li>年度考績報告</li> </ul>	2025/26 全學年	<ul style="list-style-type: none"> <li>校長</li> <li>副校長 1</li> <li>各部門主管</li> </ul>	<ul style="list-style-type: none"> <li>年度考績評量</li> </ul>
	<p>持續檢視外聘非教學人員的機制和程序</p> <ul style="list-style-type: none"> <li>透過以購買服務形式聘用的非教學人員(包括專責人員例如學校社工、教育心理學家、言語治療師、教練、興趣班導師等)的招標文件／服務合約中，列明其工作表現和操守須符合要求，包括防範及制</li> </ul>	<ul style="list-style-type: none"> <li>招標文件</li> <li>服務合約</li> </ul>	2025/26 全學年	<ul style="list-style-type: none"> <li>校長</li> <li>助理行政主任</li> <li>各部門主管</li> </ul>	<ul style="list-style-type: none"> <li>教育局通告</li> </ul>



範疇	措施	評估方法	推行時間	負責人	所需資源
人事管理 (續)	止違反《基本法》、《香港國安法》和其他法律的活動。				
教職員培訓	<p>持續鼓勵及安排教職員參加專業培訓</p> <ul style="list-style-type: none"> <li>- 確保新入職教師及晉升教師按教育局的要求及指示，參加內地學習團，增加他們到內地考察的機會，讓他們親身體驗國家發展，加強培養學生國民身份認同的能力。</li> <li>- 確保教職員接受適當的國家安全教育培訓，例如由教育局舉辦有關《憲法》、《基本法》及《香港國安法》的培訓課程，加深教師對香港的法治制度、一國兩制，以及國家安全的認識。</li> <li>- 持續透過內部通告、教師會議、教師發展日等，提升教職員對《香港國安法》的認識。</li> <li>- 鼓勵教師更多參與專業交流，吸取前人的成功經驗，以推動國家安全教育工作。</li> </ul>	<ul style="list-style-type: none"> <li>- 教師問卷／觀察</li> <li>- 教職員通告</li> <li>- 收集及統計教師持續專業發展記錄</li> </ul>	2025/26 全學年	<ul style="list-style-type: none"> <li>- 校長</li> <li>- 副校長 3</li> <li>- 教師專業發展組</li> </ul>	<ul style="list-style-type: none"> <li>- 教育局舉辦的培訓課程／講座或研討會</li> <li>- 認可培訓機構的培訓課程</li> </ul>
學與教	<p>加強全校層面的課程統籌與策劃，增潤各科組按學生的認知能力：</p> <ul style="list-style-type: none"> <li>- 檢視及增潤相關學習領域／科目、德育、公民及國民教育，以及有關《憲法》和《基本法》等課程內容，讓學生清楚認識國家安全的重要性、《香港國安法》的立法背景、內容和意義等，鞏固學生對國情、中華文化，以及《憲法》和《基本法》的認識，從而提升他們的國民身份認同、守法精神，以及共</li> </ul>	<ul style="list-style-type: none"> <li>- 科組課程內容</li> <li>- 日常觀察</li> <li>- 收集學生意見</li> <li>- 學生反思</li> <li>- APASO</li> </ul>	2025/26 全學年	<ul style="list-style-type: none"> <li>- 教務組</li> <li>- 各科組</li> <li>- CMN</li> <li>- OLE</li> </ul>	<ul style="list-style-type: none"> <li>- 教育局提供的學與教資源</li> </ul>



範疇	措施	評估方法	推行時間	負責人	所需資源
學與教 (續)	同維護國家安全的意識和責任感。 - 透過全校層面的課程及全方位學習活動，按學生的認知發展及能力，進一步加強他們對國家歷史和發展的認識，提升國民身份認同。				
	- 清楚提醒教師，不得向學生宣揚個人政治立場或傳達扭曲的價值觀、發表煽動性的言論、在教材／學材上滲入偏頗／欠缺事實佐證／不符課程宗旨和目標的內容或資料，甚或直接或間接鼓動或默許學生參與校外政治活動等。這些行為均有違專業操守，不可接受。	- 課堂教學及教學材料能符合課程發展議會訂定的要求	2025/26 全學年	- 副校長 2 - 教務組 - 各科組	- CDI 課程文件及評核指引
	強化校本監察機制 - 定期檢視校內各學習領域、科目及跨學科學與教資源的內容和質素，確保校本課程的設計，以及選取或編訂的學與教資源(包括圖書館實體和電子版藏書、由校本設計／從外間訂購／為學生代訂的印刷和電子版本教科書、教學材料、網上閱讀平台及其他電子和網上學習資源，以及測考試卷)內容和質素符合課程發展議會於各學習階段課程所訂定的課程宗旨、目標和內容，資料必須正確、完整、客觀和持平，並切合學生的程度和學習需要。	- 建立校本學與教資源素材庫 - 各科會議記錄	2025/26 全學年	- 副校長 3 - CMN - 國安教育組	- 校本學與教資源 - 外間提供的學與教資源 - 檔案伺服器





範疇	措施	評估方法	推行時間	負責人	所需資源
學與教 (續)	<p>建立素材庫</p> <ul style="list-style-type: none"> <li>- 指示教師上載教材及教師所設計的課業、參考資料、擬備的測考題目等於學校檔案伺服器內，以便校長、副校長、科主任有效瞭解及檢視課程內容及設計，以符合教育局要求及規定。</li> <li>- 各科組須將有關《憲法》、《基本法》教育及國家安全教育的校本學與教資源上載於學校檔案伺服器內存檔，並加入年期規定，存檔 3 年，供小組成員及相關科主任持續監察。</li> </ul>				
學生訓輔及支援	<p>持續檢視及制定校本訓、輔機制，以配合社會的發展及《香港國安法》的實施。</p> <ul style="list-style-type: none"> <li>- 加強正向教育及加強學生品德培養和相關的訓育輔導工作；提升學生的資訊素養，發展學生在搜尋、評估及使用資訊（包括社交媒體）等能力，引導他們建立正確的價值觀和同理心，成為守法守規的良好公民。</li> <li>- 透過向教師提供與資訊素養相關的專業培訓，以加強他們對資訊素養的認識，協助引導學生以正確的態度運用資訊。</li> <li>- 根據校本訓輔政策，舉辦不同的訓練課程，鼓勵學生多做正面行為，向學生清楚說明校方對他們日常行為的要求，建立他們的責任感、承擔和守法精神。</li> </ul>	<ul style="list-style-type: none"> <li>- 向學生說明行為要求</li> <li>- 學生能建立責任感、承擔和守法精神</li> </ul>	2025/26 全學年	<ul style="list-style-type: none"> <li>- GCD</li> <li>- DID</li> <li>- ICT</li> <li>- CMN</li> </ul>	<ul style="list-style-type: none"> <li>- 正向教育工作坊</li> <li>- 資訊素養教師專業培訓</li> <li>- 周會</li> <li>- 早會</li> </ul>



範疇	措施	評估方法	推行時間	負責人	所需資源
學生訓輔及支援 (續)	- 鼓勵學生多參與制服團隊，透過制服團隊的活動，培養學生的領導能力和服務社會的精神，以提升他們的責任感及守法精神。				
	<p>持續檢視懲處準則</p> <ul style="list-style-type: none"> <li>- 若個別學生出現違規行為，將採取合適的訓育與輔導方法，幫助他們改善，如情況嚴重或屢勸不改，則應予適當的懲處。情況嚴重或屢勸不改者，則給予適當的懲處。因應不同需要，轉介予專業人員跟進。</li> <li>- 若學生表現出正確的行為、態度和價值觀，予以讚賞及肯定。加入獎分機制，通過正向激勵、以自我管理，鼓勵學生遵守規則和法律，和增強責任感等方式，明確肯定學生的正面行為，有效提升學生的守法守規精神。</li> </ul>	<ul style="list-style-type: none"> <li>- 違規學生的行為能作出改善</li> <li>- 學生的操行表現</li> </ul>	2025/26 全學年	<ul style="list-style-type: none"> <li>- 副校長 1</li> <li>- GCD</li> <li>- DID</li> </ul>	- 學校社工
家校合作	<p>持續與家長保持緊密溝通</p> <ul style="list-style-type: none"> <li>- 透過學校通告／家長日／家教會活動，與家長保持緊密溝通，尋求家長的支持、理解和配合，加強家校合作，讓家長與學校攜手促進學生有效學習及健康成長，成為守法守規的良好國民和公民。</li> <li>- 舉辦家校合作和家長教育活動，包括透過推動德育、公民及國民教育活動，以加強培養學生正確的價值觀及健康的生活方式(包括正確使用社交媒體</li> </ul>	<ul style="list-style-type: none"> <li>- 家長支持、理解及配合學校的措施</li> <li>- 家長通告、親子講座/工作坊的參與度</li> <li>- 家長問卷</li> </ul>	2025/26 全學年	<ul style="list-style-type: none"> <li>- 副校長 3</li> <li>- 班主任</li> <li>- 家教會</li> <li>- GCD</li> <li>- ACD</li> </ul>	<ul style="list-style-type: none"> <li>- 家校合作活動津貼</li> <li>- 一筆過家長教育津貼</li> <li>- 工作坊</li> <li>- 親子旅行</li> <li>- 家長教育</li> </ul>





範疇	措施	評估方法	推行時間	負責人	所需資源
家校合作 (續)	<p>及避免接觸不恰當的網上資訊)。</p> <ul style="list-style-type: none"> <li>- 為親子活動及家長教育活動注入更多中華文化元素，並定期舉辦家長講座，幫助家長引導子女以理性和積極正面的態度，全面認識《香港國安法》的立法精神，從而培養正確的價值觀。</li> <li>- 舉辦親子講座及工作坊，旨在協助家長建立良好的親子溝通技巧，妥善處理與子女之間的衝突，協助子女明辨是非，以及疏導子女因面對社會紛爭而產生的負面情緒，促進家庭和諧與子女的健康成長。</li> </ul>				





## Appendix X

### Po Leung Kuk Lo Kit Sing (1983) College Plan on the Use of One-off Grant on Parent Education 2025/2026

Area	Objective	Success Criterion	Method of Evaluation	Time Scale	Estimated Expenditure
1. Organizing structured or thematic parent education programmes	<ul style="list-style-type: none"> <li>To help parents better understand adolescent development and adjust their parenting strategies accordingly.</li> <li>To foster effective home-school co-operation and communication in supporting adolescents' values education, identity development, and life planning.</li> </ul>	<ul style="list-style-type: none"> <li>Parents will report increased confidence in adjusting their parenting strategies to meet the evolving needs of their adolescents.</li> <li>Parents demonstrate improved communication with the school and a stronger sense of partnership in supporting their children's values education, identity development, and life planning.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from parents</li> <li>Questionnaires</li> <li>Interviews</li> </ul>	9/2025 to 7/2026	\$40,000.00
2. Organizing school-based parent education promotional activities relating to the "Positive Parent Campaign"	<ul style="list-style-type: none"> <li>To promote physical and psychological well-being and highlight its importance in adolescent development.</li> <li>To promote healthy, happy, and balanced adolescent development by helping parents address stress, adopt positive parenting, and support information literacy.</li> </ul>	<ul style="list-style-type: none"> <li>Parents demonstrate greater motivation to care for their well-being and apply stress management strategies, recognizing their impact on adolescent development.</li> <li>Parents demonstrate awareness of adolescent stress and apply positive parenting strategies, guiding their children in healthy technology use and responsible information literacy.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from parents</li> <li>Observation</li> <li>APASO</li> <li>Interviews</li> </ul>	9/2025 to 7/2026	\$40,000.00

#### Budget

Grant received from EDB in 2023/24	:	\$200,000.00
Expenditure in 2024/25	:	\$51,920.00
Estimated expenditure in 2025/26	:	80,000.00
Estimated balance brought forward to 2026/27	:	\$68,080.00





## Appendix XI

### Plan on the Use of One-off Grant for Promotion of Self-directed Language Learning (English Language) 2025/2026

Name/Type of activity	Objective(s)	Success criteria	Method of evaluation	Period/Date activity to be held	Estimated number of participants	Estimated expenditure	Name of partner / service provider
'Solid Memory' Vocabulary Learning Software	<ul style="list-style-type: none"> <li>To enhance students' vocabulary acquisition by providing personalized exercises tailored to their individual learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>70% of students actively participate in the personalized exercises as indicated by completion rates and feedback surveys.</li> <li>Teachers observe noticeable improvements in students' vocabulary skills.</li> </ul>	<ul style="list-style-type: none"> <li>Regular quizzes/dictation to assess understanding and retention of newly learned vocabulary.</li> <li>Student Questionnaire – collect feedback regarding the effectiveness and engagement of the personalized exercises.</li> </ul>	Sept 2025 - May 2026	250	\$50,000.00	SolidMemory Company Limited
EduVenture-Meta English Advancement Course	<ul style="list-style-type: none"> <li>To enhance students' English proficiency through immersive VR learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>70% of students participate actively in VR learning sessions, as indicated by attendance records and engagement feedback.</li> <li>70% of students find the VR</li> </ul>	<ul style="list-style-type: none"> <li>Student Questionnaire - collect feedback on students' experiences in the VR learning environment.</li> <li>Teachers observe changes in students' speaking and listening skills during regular classroom activities</li> </ul>	March – May 2026	15-20	\$32,000.00	Learniversity



		learning experiences engaging and beneficial to their language development.	following VR sessions.				
English Study Tour to Australia	<ul style="list-style-type: none"> <li>○ To subsidize students' participation in an immersive English-speaking study tour, enhancing their language proficiency and cultural understanding through interactive experiences and real-world conversations.</li> </ul>	<ul style="list-style-type: none"> <li>○ 70% of students report positive experiences in cultural activities.</li> <li>○ 70% of Students successfully engage in at least five meaningful conversations with native speakers during the tour, demonstrating practical language use.</li> <li>○ 70% of participants feel the experience was valuable for their language learning and personal growth.</li> </ul>	<ul style="list-style-type: none"> <li>○ Cultural Reflection Journals - have students maintain journals to reflect on their experiences, cultural observations, and language use throughout the tour.</li> <li>○ Student Questionnaire – collect feedback on students' experiences, and overall satisfaction with the program.</li> <li>○ Accompanying teachers observe students' engagement and language use during the tour.</li> </ul>	11 <sup>th</sup> July -18 <sup>th</sup> July 2026 (tentative)	20	\$50,000.00	Hong Kong Student Travel Ltd. (tentative)





**Budget**

Balance brought forward from 2024/25	\$191,786.00
Estimated expenditure in 2025/26	\$ 132,000.00
Estimated balance brought forward to 2026/27	\$ 59,786.00





## Appendix XII

## 推廣自主語文學習(普通話)一筆過津貼計劃書 (2025-2026)

項目	關注重點	推行計劃	預期好處	推行時間	所需資源	表現指標	評估機制	負責人
學習和體驗活動	為學生提供和普通話相關的學習和體驗活動	舉辦有關普通話的科本學習和體驗活動。	<ul style="list-style-type: none"> <li>- 學生對普通話講座或工作坊的興趣有所提升。</li> <li>- 加強學生國民身份認同</li> </ul>	30/6/2026 10/7/2026	\$4,990.00	<ul style="list-style-type: none"> <li>- 學生能提升對傳統文化的認識和欣賞。</li> <li>- 學生喜歡參加和普通話相關的學習活動。</li> </ul>	<ul style="list-style-type: none"> <li>- 活動檢討</li> <li>- 學生問卷</li> <li>- 教師觀察</li> </ul>	普通話科主任、科組相關老師及活動策劃老師
學與教	為學生發展和普通話相關的課程	發展普通話朗誦課程及提供相關的訓練。	<ul style="list-style-type: none"> <li>- 學生對學習聲情藝術的興趣有所提升。</li> </ul>	17/9/2025 31/5/2026	\$13,200.00	<ul style="list-style-type: none"> <li>- 學生能提升對普通話朗誦的認識和欣賞。</li> <li>- 學生樂於參加普通話朗誦訓練和比賽。</li> </ul>	<ul style="list-style-type: none"> <li>- 活動檢討</li> <li>- 學生問卷</li> <li>- 教師觀察</li> </ul>	普通話科主任、科組相關老師及活動策劃老師
本地考察或參觀活動	為學生提供和普通話相關的本地考察或參觀活動	舉辦或資助學生參加本地普通話考察或參觀活動。	<ul style="list-style-type: none"> <li>- 學生對學習傳統習俗的興趣有所提升。</li> <li>- 學校運用教育局提供的一筆過津貼，為學生規劃更多元的學習活動。</li> </ul>	10/4/2026	\$35,060.00	<ul style="list-style-type: none"> <li>- 為師生提供和普通話相關的本地考察或參觀活動。</li> <li>- 學生能提升對傳統文化習俗的認識和欣賞。</li> <li>- 學生能用普通話清楚表達參觀所得和作出個人反思。</li> </ul>	<ul style="list-style-type: none"> <li>- 活動檢討</li> <li>- 學生問卷</li> <li>- 教師觀察</li> </ul>	普通話科主任、科組相關老師及活動策劃老師



內地交流活動	為老師及學生提供和普通話相關的內地考察交流活動	資助學生及隨團教師前往內地，參加學習以普通話為主要語言的交流活動。	-學生在普通話的語境，通過與當地導遊交流，學生普通話聽說能力將有所提升。 -加強學生國民身份認同。  -學校運用教育局提供的一筆過津貼，為學生規劃更多元的學習活動。	30/3/2026 8/4/2026	\$49,500.00	-為師生提供內地交流機會。 -學生能提升對歷史文化的認識和欣賞。 -學生的國民身份認同感有所提升。 - 學生能用普通話清楚表達考察所得和作出個人反思。	- 活動檢討 - 學生問卷 - 教師觀察	普通話科主任、科組相關老師及活動策劃老師
--------	-------------------------	-----------------------------------	---	-----------------------	-------------	--	----------------------------	----------------------

此計劃書的總金額：\$102,750.00

教育局的推廣自主語文學習(普通話) 一筆過津貼 2023-2027：\$200,000.00

2024/2025 結餘：\$190,224.00

總預計支出 2025/2026：\$102,750.00

總預計盈餘：\$87,474.00





## Appendix XIII

## 推廣中華文化體驗活動 一筆過津貼計劃書 (2025-2026)

項目	關注重點	推行計劃	預期好處	推行時間	所需資源	表現指標	評估機制	負責人
學習和體驗活動	為學生提供和中華文化相關的學習和體驗活動	舉辦有關中華文化的科本及跨科組學生學習和體驗活動	<ul style="list-style-type: none"> <li>- 學生對學習中華傳統文化的興趣有所提升</li> <li>- 加強學生國民身份認同</li> </ul>	1/9/2025 31/8/2026	\$10,000.00	<ul style="list-style-type: none"> <li>- 學生能提升對中華傳統文化的認識和欣賞</li> <li>- 學生享受和喜歡參加中華傳統文化的學習和活動</li> </ul>	<ul style="list-style-type: none"> <li>- 活動檢討</li> <li>- 學生問卷</li> <li>- 教師觀察</li> </ul>	中文科科主任、科組相關老師及活動策劃老師
學與教	為學生發展和中華文化相關的課程	發展有關中華文化的課程	<ul style="list-style-type: none"> <li>- 營造校園的中華文化氛圍</li> <li>- 學生對學習中華傳統文化的興趣有所提升</li> </ul>	1/9/2025 31/8/2026	\$30,000.00	<ul style="list-style-type: none"> <li>- 學生能提升對中華傳統文化的認識和欣賞</li> <li>- 學生享受和喜歡參加中華傳統文化的學習和活動</li> </ul>	<ul style="list-style-type: none"> <li>- 活動檢討</li> <li>- 學生問卷</li> <li>- 教師觀察</li> </ul>	中文科科主任、科組相關老師及活動策劃老師
本地考察或參觀活動	為學生提供和中華文化相關的本地考察或參觀活動	舉辦或資助學生參加本地文化考察或參觀活動	<ul style="list-style-type: none"> <li>- 學生對學習中華傳統文化的興趣有所提升</li> <li>- 學校在整合教育局提供的不同津貼，為學生規劃更豐富多元的學習活動</li> </ul>	1/9/2025 31/8/2026	\$15,000.00	<ul style="list-style-type: none"> <li>- 為師生提供本地考察或參觀活動機會</li> <li>- 學生能提升對中華傳統文化的認識和欣賞</li> <li>- 學生能清楚表達參觀所得和作出個人反思</li> </ul>	<ul style="list-style-type: none"> <li>- 活動檢討</li> <li>- 學生問卷</li> <li>- 教師觀察</li> </ul>	中文科科主任、科組相關老師及活動策劃老師





內地交流活動	為老師及學生提供和中華文化相關的內地考察交流活動	資助學生及隨團教師前往內地，參加學習中華文化的交流活動	-學生對學習中華傳統文化的興趣有所提升 -加強學生國民身份認同 - 學校在整合教育局提供的不同津貼，為學生規劃更豐富多元的學習活動	1/9/2025 31/8/2026	\$30,000	-為師生提供內地交流機會 -學生能提升對中華傳統文化的認識和欣賞 -學生的國民身份認同感提升 - 學生能清楚表達考察所得和作出個人反思	- 活動檢討 - 學生問卷 - 教師觀察	中文科科主任、科組相關老師及活動策劃老師
--------	--------------------------	-----------------------------	---	-----------------------	----------	--	----------------------------	----------------------

此計劃書的總金額：\$85,000.00

教育局的推廣中華文化體驗活動 一筆過津貼 2023-2027：\$300,000.00

2024/2025 結餘：\$150,570.00

總預計支出 2025/2026：\$85,000.00

總預計盈餘：\$65,5570.00





## Appendix XIV

### Plan on Use of One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools (2025-2026)

Task Area	Major Area(s) of Concern	Strategies/ Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
1. To enhance elite sportsmanship and broadened horizons	<ul style="list-style-type: none"> <li>Quality of team training</li> <li>Students' exposure to international sports</li> </ul>	<ul style="list-style-type: none"> <li>Hire professional coaches for two core school sports teams</li> <li>Organize an Overseas Football Training Camp</li> </ul>	<ul style="list-style-type: none"> <li>Elevates skills and tactical understanding of elite student-athletes</li> <li>Fosters teamwork and international perspectives</li> <li>Establishes a high-performance sports benchmark within the school.</li> </ul>	1/9/25–31/8/26	Sport Team Coach Fee: \$20,000.00 Overseas Football Camp: \$36,000.00 Total: \$56,000.00	<ul style="list-style-type: none"> <li>School teams show improved performance in inter-school competitions</li> <li>Participating students demonstrate enhanced skills and broader horizons in reflection reports</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation by teachers</li> <li>Record of competition results</li> <li>Student reflection surveys</li> </ul>	PE Teacher Mr Yu C.W. Mr. Chan K.H. Team Coach
2. To promote mass participation and mental wellness	<ul style="list-style-type: none"> <li>Participation rate of all students.</li> <li>Student physical &amp; mental health.</li> <li>Stress relief for S4 students.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct a "Day For You" Sports Activity for S4 students.</li> <li>Implement a Health Promotion programme (workshops/talks)</li> </ul>	<ul style="list-style-type: none"> <li>Encourages whole-form participation and creates a fun sports ambience</li> <li>Alleviates academic stress and strengthens cohort spirit</li> <li>Enhances integrated understanding of mind-body wellness.</li> </ul>	1/9/25–31/8/26	"Day For You" Activity: \$8,000.00 Health Promotion: \$15,000.00 Total: \$23,000.00	<ul style="list-style-type: none"> <li>Over 90% of S4 students participate in the sports activity</li> <li>Post-activity surveys indicate a reduction in student stress levels</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observations</li> <li>Questionnaire by Students</li> <li>Participation headcount</li> </ul>	Health Dept. Head Ms Mak Y. N.  CCA Dept. Head Mr Ngai Y. K.



Task Area	Major Area(s) of Concern	Strategies/ Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
3. To implement and incentivise the MVPA60 concept	<ul style="list-style-type: none"> <li>Sustained exercise habits among students.</li> <li>Achievement of the MVPA60 target.</li> </ul>	<ul style="list-style-type: none"> <li>Run an "MVPA60 Award Scheme" with individual prizes.</li> <li>Procure Smart Watches for monitoring the Fitness Training Programme.</li> </ul>	<ul style="list-style-type: none"> <li>Incentivises consistent physical activity through tangible rewards.</li> <li>Provides quantifiable data to monitor student MVPA levels and offer personalised feedback.</li> </ul>	1/9/25–31/8/26	MVPA60 Award Scheme: \$6,000.00 Smart Watches: \$36,000.00 Total: \$42,000.00	<ul style="list-style-type: none"> <li>At least 60 students receive awards for meeting targets.</li> <li>Students using watches show a quantifiable increase in weekly average MVPA minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation by teachers</li> <li>Record of award recipients</li> </ul>	PE Teachers: Mr Yu C.W. Mr. Chan K.H. Ms. Lui W.Y. Mr. Wong O. Y.
4. To upgrade sports facilities and support implementation	<ul style="list-style-type: none"> <li>Diversity of training equipment.</li> <li>Flexibility in plan execution.</li> </ul>	<ul style="list-style-type: none"> <li>Purchase additional Fitness Training Equipment (e.g., Dumbbell Sets).</li> </ul>	<ul style="list-style-type: none"> <li>Provides students with more diverse training options, supporting strength and conditioning.</li> <li>Ensures the plan can adapt to unforeseen needs for smooth implementation.</li> </ul>	1/9/25–31/8/26	Fitness Equipment: \$5,000.00 Miscellaneous: \$1,831.00 Total: \$6,831.00	<ul style="list-style-type: none"> <li>New equipment is frequently used during PE lessons and extracurricular activities.</li> <li>The plan is executed smoothly without disruption from minor unforeseen costs.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation by teachers</li> <li>Record of PE Panel Meeting</li> </ul>	PE Teachers: Mr Yu C.W. Mr. Chan K.H. Ms. Lui W.Y. Mr. Wong O. Y.

Balance B/F 2024/25: \$126,169.00

Total estimated expenditure 2025/26: \$126,169.00

Estimated surplus 2025/26: \$0

Total amount for this proposal: \$128,000.00

	Item 1	Item 2	Item 3	Item 4	Total
Amount	56,000.00	\$23,000.00	\$42,000.00	\$6,831.00	\$126,169.00





Address: Cheung Hong Estate, Tsing Yi

Tel: 2497 7110

Fax: 2431 1156

E-mail: [info@plk83.edu.hk](mailto:info@plk83.edu.hk)

URL: [www.plk83.edu.hk](http://www.plk83.edu.hk)

